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ABSTRACT

This publication provides sample components of the Ohio Career Passport, including the rationale and purpose of each. Section 1 contains examples of the letter of verification, a letter from a school or district administrator, which confirms that the individual is a student at the school. Written on school letterhead, it sends the signal to the potential employer or admissions officer that the school endorses the Career Passport and the career development process. Section 2 provides samples of a student-developed personal data sheet or resume and helps the student learn how to develop a resume. Section 3 includes three parts to provide validation of performance. Part 1 focuses on the career narrative, a one-page support or reflection written by the student, that defines their career goals, explains their next step after high school, and includes a "Plan B" if the next step does not work out. Part 2 focuses on evidence of student skills, including learner competencies the student achieved: a high school transcript, with evidence of attendance; any locally-developed listing of learner competencies by curriculum area; and specific competencies attained by vocational and tech prep students. Part 3 focuses on verification of employability skills, which asks students to choose two SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and describe briefly how they exhibit these skills. Suggested formats are found at the end of the document. Additional recommended contents are listed. (YLB)

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ED 442 973

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Ohio's Career Passport Guidelines

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INTRODUCTION

The Career Passport is an educational initiative, based in legislation (Amended House Bill 282), that targets high school juniors and seniors. The Passport is part of the career development process that prepares students for their next steps after high school. It also provides employers and higher education personnel with clearer information about the student.

In the graduating class of 1999, 108,927 seniors completed Career Passports. This represents 90 percent of the students enrolled in grade 12. These Career Passports are contained in formal, vinyl binders or folders for a professional appearance. These formal folders may also include the student's high school diploma. In addition, in the 1998-99 school year, 109,653 students in grade 11 initiated Career Passports. They had polished drafts by the end of their junior year for use with employers and postsecondary admissions officers. The cover for their draft Career Passports is less formal.

Since 1998, the career development community has been working to inform both higher education personnel and businesses throughout the state about the Career Passport. Every two and four-year institution has been contacted about the Career Passport.

We have also communicated with all of the Society for Human Resource Managers (SHRM) chapters in the state. Various articles have appeared in newspapers and other publications, including *Ohio Matters*, the state publication of the Ohio Chamber of Commerce. The Cincinnati Chamber of Commerce, the Greater Cleveland Growth Association, and the Akron Regional Development Board, have all been instrumental in making local businesses cognizant of the Career Passport. In addition, the Columbus, Toledo and Youngstown areas are working on strategies to further the awareness of community members about the Career Passport. Many presentations have been made to local chambers of commerce, Rotary Clubs, and other business and community service organizations.

We have received only positive feedback concerning this initiative from the greater community. In May of 1999, a Career Passport Activity Packet for Parents was developed so those stakeholders can become more involved in this process with their children.

On the following pages are sample components for the Career Passport, including the rationale and purpose of each component. These are samples taken from actual Career Passports generated by the class of 1999.

SECTION ONE

LETTER OF VERIFICATION

The first page of the Career Passport is a letter from a school or district administrator, verifying that the individual is a student at the school. The letter should obviously be written on school letterhead. It can be mass-produced for all students, although some schools personalize the letter with the student's name.

The purpose of this letter is simply to validate that the individual is a student and sends the signal to the potential employer or admissions officer that the school endorses the Career Passport and career development process.

Centerville High School

A National School of Excellence

500 East Franklin Street
Centerville, Ohio 45459-5799
(937) 439-3500
(937) 439-3574 (Facsimile)

David W. McDaniel
Principal

April 1999

Greetings:

As Principal of Centerville High School I am pleased to introduce you to a member of our Class of 1999 who is a candidate for graduation on June 5, 1999. This Passport contains an academic history of the four-year high school experience, as well as samples of the student's writing skills which communicate career goals, work experiences and the student's personal resume.

The course of study pursued by this young person resulted in the completion of the Centerville High School graduation requirements including successful passage of all phases of the State of Ohio Ninth Grade Proficiency Test. Additionally, the results of the 1999 State of Ohio Twelfth Grade Proficiency Test allows a comparison of this student to all twelfth grade students across the State of Ohio

This Career Passport enables one to review detailed and personal information of the student's accomplishments, personal goals, and personal resume all in the student's own voice. Centerville High School, twice selected as an exemplary high school by the United States Office of Education, has set a curriculum standard that has been personally attained and is reflected by this student's academic transcript. This Passport demonstrates this student's commitment to a quality presentation and affirms this young person's bright future.

If you have any questions regarding this candidate and would like to talk with the student's guidance counselor or advisor, please call Centerville High School, 937-439-3500.

Respectfully yours,

Dave McDaniel
Principal

Eileen M. Booher
West Unit Principal

George M. Schroeder
South Unit Principal

Daniel J. Tarpey
East Unit Principal

Bernhard Witzmann
Athletic Director

Daniel P. Lynch
Career Education Director

"Let us be known by our spirit."

BHS
Barberton High School
489 West Hopocan Avenue • Barberton, Ohio 44203 • Ph: (330) 753-1084 • Fax: (330) 848-5517

June 5, 1999

Congratulations!

You are holding the Career Passport of , a 1999 Barberton High School graduate. Krista has met all of the state and local requirements for graduation and has received a diploma.

This Career Passport contains information that will help you evaluate performance at Barberton High School. Information pertaining to academic and co-curricular activities is included. Additionally, a record of school and community activities is chronicled.

The Barberton High School "Magic" accompanies each and every one of our graduates into his/her adult life. Each graduate, in return, shares the "Magic" with his/her adult world. family and the Barberton City Schools have teamed together over the years and are now ready to present to you a quality person for your consideration.

Please feel free to contact us at the number above if you would like a more specific recommendation regarding , a proud 1999 Barberton High School graduate.

Thank you.

Sincerely,

Dr. Jerome Pecko, Ed.D.
Superintendent

James E. Gaskill
Principal

...a Member of the Coalition of Essential Schools

Harriet Waxman
Associate Principal
Ext. 148

James Gaskill
Principal
Ext. 114

Joseph Clark
Unit Principal
Ext. 118

Sidney High School

1215 CAMPBELL ROAD
SIDNEY, OHIO 45365
PHONE 937-497-2238
FAX 937-497-2238 ext. 294
ATHLETIC DEPARTMENT 937-497-2243

GREGORY T. JOHNSON, PRINCIPAL
DAVID FOGLE, ASSISTANT PRINCIPAL

ROBERT BRAZEL, ASSISTANT PRINCIPAL
ED MILLER, ATHLETIC DIRECTOR

The faculty of Sidney High School appreciates your consideration of the individual presenting this career passport. Only graduates of our high school or students in good standing have such a document. We trust that you will find this individual to have mastered the various competencies associated with a strong high school curriculum and to have been involved in various school and community activities.

We believe the information contained in this document is accurate and useful to you. Please note that an official transcript of the individual record of academic achievement may be secured by contacting the Sidney High School Guidance Department. In addition, we invite you to visit our high school and our classrooms and observe our commitment to excellence in education.

Thank you for your continued support of our graduates and our school system. We believe you will find this individual's performance to be commensurate with the information contained within this passport.

Sincerely,

Gregory T. Johnson
Principal

Steve Miller
Superintendent

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SECTION TWO

RESUME

Each student should include a personal data sheet or resume that he or she developed. Certainly a software package could be used to help the students generate the resume.

The purpose of this section is not only to provide information to the potential employer or admissions officer. It is also to help the student learn how to develop a resume, a skill that will be needed lifelong and is not always taught in postsecondary classrooms.

There is no required resume format for this section. Both educators and students should have some choice in the format that is used.

Resume—Name Omitted

Objective

To obtain a Bachelor of Music Degree in Vocal Performance and Education at a four-year college and also a Master's Degree in Vocal Performance Pedagogy in order to become a professional singer and voice instructor.

Education

West Branch High School
Received Diploma June 6, 1999

14277 Main Street
Beloit, Ohio 44609
(330) 938-2183

Work Experience

Sept. 1998-Feb. 1999
Claire's Boutique
2500 West State Street
Alliance, Ohio 44601
(330) 823-5344
-Sales Associate

July 1998
International Telecommunications
2250 South Union Avenue
Alliance, Ohio 44601
(330) 829-2688
-Telephone Sales

Extracurricular Activities

- Students Against Drunk Driving (4 years)
- Yearbook Staff (1 year)
- Choir (4 years)
- Young & Alive (Manager, Soloist) (3 years)
- PA Crew (2 years)
- National Honor Society (2 years)
- Future Problem Solving (State and International Champions) (8 years)
- Future Teachers of America (Board of Directors) (3 years)
- Drama (2 years)
- Musicals (Leading Roles) (4 years)
- Church Youth Group (Secretary, Youth Leader) (6 years)
- Bible Bowl (Captain) (5 years)

Achievements

- Superior Ratings in State Vocal Music Contests (5 years)
- Mount Union College Junior Scholar (2 years)
- Passed all five 12th Grade Proficiency Tests (three with Honors)
- Top 10% of my Senior Class

Volunteer Experience

- Taught Bible School at my Church (3 years)
- Sang in Area Nursing Homes (7 years)
- Assistant to Vocal Music Teacher (4 years)
- Kindergarten Screening Assistant (2 years)

REFERENCES AVAILABLE UPON REQUEST

Jefferson, Ohio 44047
440-576-

CAREER OBJECTIVE

To be an electrical engineer

EDUCATION

High School: Jefferson Area Local School
Jefferson, Ohio 44047
Graduate: June 1999

Skills: Moderate computer skills, basic computer programming skills, somewhat fluent in Spanish, moderate musical skills

EDUCATION GOALS

To obtain a Bachelor's Degree in electrical engineering from the Illinois Institute of Technology.

VOLUNTEER WORK

Vacation Bible School recreation advisor
Geriatric Center Volunteer: play bingo and visit with residents
Library aide

EXTRACURRICULAR ACTIVITIES

National Honor Society, 1998-present
Junior Engineering Technical Society, 1997-present
Varsity Baseball, 1997-present
High School Marching and Concert Band, 1995-present
Varsity Cross-Country, 1997-present

EMPLOYMENT HISTORY

Hayes Design and Development
333 East Erie Street
Jefferson, Ohio 44047
Supervisor: David Hayes
Duties: Designed electrical system for optional modification to hand-held metal detector from March 1999 through the present

HONORS

Athletic Letter
Representative to Buckeye Boys State
Academic Letter

REFERENCES

Available on request

1297 Road
Blacklick, OH 43004
(614) 863-

Job Objective: To be an agriculture diesel mechanic for a mid-size to large company in central Ohio.

Education: Vocational and high school diploma expected in June of 1999 from Eastland Vocational and Gahanna Lincoln High School.

- Taking and have completed courses in Agriculture Mechanics
- Have completed courses in horticulture

Agriculture Diesel Mechanic Skills:

- Diesel fuel systems
- Engine rebuilding
- Complete service and repairs of trucks and equipment
- Electrical systems
- Hydraulic systems
- Welding and fabricating of steel

Organizational Skills:

- Organize shop for efficiency
- Pay attention to details and follow procedures accurately
- Schedule service appointments
- Locate items in the parts department

Communication Skills:

- Work well on a team or individually
- Write clear letters and memos
- Can handle customer calls

Achievements and Activities

- Blue ribbon welder two years in a row in Franklin County 4-H
- Run a small excavating and landscaping business on the side

Work History:

- June 1998 to March 1999 Mechanic for Yardmaster of Columbus, Blacklick, Ohio
- June 1997 to June 1998 Heavy equipment operator and mechanic for Geiger Excavating, Columbus, Ohio

SECTION THREE

VALIDATION OF PERFORMANCE

This section includes three components: a career narrative, evidence of student skills, and verification of employability skills. The purpose of the entire section is to signal to potential employers and admissions officers the critical thinking skills the student used in making a career choice, to provide student writing samples, and to give an overview of the skills the student has achieved. This section also requires students to think about their personal career choices and determine for themselves if their skills and abilities are a good match for their career goals.

Part One

Career Narrative

This part of the Career Passport is a one-page support or reflection, written by the students, that defines their career goals, explains their next step after high school and includes a "Plan B" if the next step doesn't work out. The narrative on this page is based on as much objective data as possible. The students describe their career goals and explain how and why they reached that conclusion. They gather the information they need for this narrative from their Individual Career Plans (ICPs).

Information extracted from the objective data could include

SAT or ACT scores;
results of career assessments of interest and aptitude;
a summary of experiences that directly relate to the career goal (such as science club membership for the prospective pharmacist, actual work experience in a related field, community service related to the career goal, and job shadowing, internships, or mentorships in the career field); and
a highlight of grades in courses that support the career goal.

(The following student samples were left as submitted, and not corrected. If used as examples in the classroom with students, they could correct the samples as part of the activity.)

Career Narrative

A highly respected ambassador arrives in Geneva under heavy guard surrounded by his aides, his staff, and a very capable negotiating team. The fate of twenty American lives hang in the balance as he prepares to negotiate their release with the representatives from a regime that has just taken control of a once close American ally. The ambassador reminds himself of America's most coveted policy---the United States does not negotiate with terrorists. He is faced with a dilemma: how to guarantee the safe release of the American hostages while still protecting the reputation of the American State Department.

Negotiating with other major world figures is just one of the job responsibilities of a diplomat. American Foreign Service members are not only responsible for protecting American lives overseas, but also draft treaties, concert free-trade agreements, and mediate disputes between foreign countries. For as long as I an remember, the foreign affairs of the United States has always interested me. While others my age have looked up to movie stars and football players, Warren Christopher, Madeline Albright, and Bill Richardson have been my mentors. For this reason, I have modeled my early high school career to working in the American Foreign Service.

My preparation for my ideal career began in Junior high, when I began taking courses in high school-level American History and World History, earning A's in each of these classes. I continued my study of government and history in high school, earning an "A" in American Government as well. During my junior year, I took Introduction to International Relations, History of the Modern World, Anti-bellum American History, and an Introduction to Economics at Bowling Green State University.

Next fall, I will begin attending The Ohio State University, where I plan to double major in International Relations and Pre-law. This strong academic base will give me the skills I need to enter graduate school. After earning my M.A. in international relations, I will enter the job market with the skills necessary to work in both the public and private sectors.

If, for some unforeseen reason I am unable to succeed in international relations, I plan to begin a career as a high school history teacher. My vast knowledge in history and political science would serve as a resource for me to become a first-rate teacher. I work well with students, I am an excellent public speaker, and I am extremely approachable, making me the perfect candidate for high school teaching.

No matter what career I select, though, I have established myself as a highly intelligent, hard-working, ambitious person that will be able to overcome any and all obstacles that stand in my way. With that in mind, I will begin working toward my ideal career by exceeding the expectations set for me while still maintain a high degree of integrity and respect. These skills are probably just as important to guarantee success.

I love physics. It interests me to no end. I make up physics problems to solve while I'm talking on the phone, my reading list usually includes a few non-fiction physics books, and I visit physics web sites online for fun. I even wrote a program on my calculator that calculates time relative to my velocity. Given that physics fills much of my free time already, it makes sense that I would pursue a career in the field of physics!

After high school, I will be attending the Ohio State University and majoring in physics. I believe this is an excellent field for me, not only because I love the subject, but also because I have an aptitude for science and math. On my ACT, my highest scoring section was the science section, on which I missed one question. A later review of my answer revealed that I missed that question because I misread it, not because I didn't understand it. Every interest assessment I have ever taken has pointed me towards science and research. During the summer of 1998, I worked in on Wright-Patterson Air Force Base in a physics lab, and I thoroughly enjoyed myself. In school, I almost always tutor in math or science (usually in the one I'm taking at the moment), and if I'm not actually tutoring, I'm helping classmates with homework assignments. In fact, people have gotten into the habit of looking to me as an "answer key" when the answers isn't available.

All this leads me to believe that I could do pretty well in the field of physics. I would love to do research, and to do that I know I will need to get a Ph.D. in physics at the very least. Most research jobs, I've learned, are either in universities or the government, and I would prefer to work at a university, so my goal is to either become a professor eventually.

Of course, there is a possibility, however slim, that I might get to college and discover that I hate physics with a passion. In that case, I would remain in college and fall back onto one of my other passions. I'm heavily interested in philosophy, music, computer science, and I can see myself in a career in any of those fields should physics fail me. I would just switch my major and try a new path. It makes sense for me to remain in college for a bit because, as of now, I have enough scholarships to pay for at least four years, so there's no sense in dropping out if physics doesn't work. Overall, this not only gives me a Plan B, but a Plan C and D as well.

I definitely have a college oriented future. I intend to stay with physics, but, as I have shown, I have quite a few other majors I could switch to and still pursue an enjoyable, interesting, and personally satisfying career after college.

Career Narrative

On 1 July I will report to the United States Naval Academy to begin the first of my four-year education. I will pursue a major in Political Science and upon graduating I will be commissioned as an officer in the United States Navy. Then I will attend law school and earn a law degree. To ensure that the Naval Academy was for me I spent three days on campus and in the surrounding town. While on campus I followed several different midshipmen, several of them were Political Science majors and they told me about how much they enjoyed their classes and their professors. After being there I am sure that the Academy is the right place for me to begin my education.

According to the OCIS Career Assessment Test and the Armed Services Vocational Aptitude Battery, I am very qualified to pursue a career in law. I have maintained a 4.00 GPA throughout high school and I have excelled in English, History, and Math courses, which, according to OCIS, are essential to a successful lawyer. As a Senior, I am involved with the Senior Mentor ship Program. I have been shadowing Judge Howard Harcha of the Scioto County Court of Common Pleas. Being attached to a judge has given me a well-rounded look at the law profession. I have the opportunity to observe and talk to many lawyers in Scioto County as well as a few from Cincinnati and Columbus. I have found that my personality is very similar to theirs and I enjoy listening to them both in the courtroom and in the judge=s chambers. Even after I graduate, I plan to continue shadowing my mentor.

If I decide not to pursue a law degree, I will probably look at going into medical school and specialize in brain research. My desire to be a doctor rivals my desire to be a lawyer. I would be very happy in either profession. This year, I have excelled in Anatomy and I have always been a top student in Science courses. I really enjoy learning about the human body and the way it works. I would like to specialize in the brain because it is an awesome mystery. I find the brain fascinating and I would really like to help unlock the secrets that lie within our minds.

Career Plan

When I graduate from Trimble High School, I plan to obtain a bachelors degree in accounting at Ohio University's college of business. I have always enjoyed filling out forms and completing computations. When I establish myself in the working world I want to be in an office, preferably my own. I am a person who would rather work alone than with others, this way I know what I'm doing is going to get done. When my family's life or car insurance forms have to be completed, I am usually the one who does them. I do this partly because I like to do that kind of work, but mostly because my parents do not have the time.

As of now to I have taken steps that will help me to obtain my goals. I have taken classes such as General Business, Pre-calculus and other advanced college preparatory math classes. I have interned at Larry Conrath Realty and the Athens County Treasurer's office. Throughout my internship with Larry Conrath Realty I was exposed to many different sides of the business. I helped with the payroll, and spent many hours on data entry and updating files. During my interning period at the treasurer's office I learned many valuable skills. I balanced real estate and trailer payments on a regular basis, and also completed data entry. My highest ASVAB scores were in Mathematics Knowledge (97) and Arithmetic Reasoning (91). My second CDM assessment shows that my capabilities are mathematical, leadership and computational. It also shows that I am most interested in business and office operations. This very same assessment also shows my career clusters to be Management, Sales, and Data Analysis. On my first testing experience, I scored a 24 on my ACT.

If I should not find the accounting program at Ohio University to be what I want, I will pursue something in the range of business administrations or financing.

Planning for the Future

I have known for a long time what I want to do with my life and what I want to be. I am planning on attending the University of Cincinnati. There I will major in architecture. I'm considering a double major with interior design. I look forward to college knowing it will make me a great architect.

I have always loved designing houses. When I was young I would play with legos and design my own little houses. When I was about 13 years old my parents got me program for our computer. On the program I can design houses with all the necessities. During my senior year I am enrolled in both drafting and design and 2-D design which should be a tremendous help with my career interest. I am a very good student, and I have always been on the honor roll. My most successful subject is mathematics. I have always enjoyed the various math classes I've taken. I 'm presently enrolled in pre-calculus and honors physics. Physics has taught me about the way various things in the world work.

If my career goal does not work out there are many other things that I would enjoy doing. I would consider working as a real estate agent or in some type of business. I consider myself to be a good, hard worker. I am also able to work well with other people. I can do just about anything when I put my mind to it. I have always been interested in architecture though, and I plan on achieving my first goal, to be an architect.

SECTION THREE

Part Two

Evidence of Student Skills

This second part of the Validation of Performance includes the learner competencies the student achieved. This should include a high school transcript, with evidence of attendance. If a district has a locally-developed listing of learner competencies by curriculum area, this should also be included. Vocational and Tech Prep students should include the specific competencies they have attained in their job-training programs.

SAMPLE

[redacted]
[redacted]
Lakewood, OH 44107-7660
PARENT/GUARDIAN:
DATE OF BIRTH:
EX:

STUDENT ID: [redacted]
ADMISSION DATE: Aug 25, 1993
WITHDRAWAL DATE:
GRADUATION DATE:
HOMEROOM: 231
COUNSELOR: M. FRANCU

COURSE TITLE	FIN MRK	SCHOOL	CRED EARN
YEAR: 93/94 **********		GRADE: 09	
ENGLISH 9	A+	LHS	1.000
GL CULT & HIST	A	LHS	1.000
ALGEBRA 1	A+	LHS	1.000
BIOLOGY	A	LHS	1.000
FRENCH 1	A	LHS	1.000
PHYS ED 1ST SEM	A+	LHS	0.250
PHYS ED 2ND SEM	A-	LHS	0.250
BEG TYP & KYBD	A	LHS	1.000
YEAR: 93/94 **********		GRADE: 09	

YR	ABSENT	TARDY
93/94	18.0	3

MO/YR	ATTM CRED	EARN CRED	GPA
06/94	6.500	6.500	4.000

OHIO PROFICIENCY TEST:	DATE PASSED
MATHEMATICS	OCT 25, 1993
READING	OCT 25, 1993
CITIZENSHIP	OCT 25, 1993
WRITING	OCT 25, 1993

CREDITS ATTEMPTED	6.500
CREDITS EARNED	6.500
POINTS EARNED	26.00
GRADE POINT AVERAGE	4.000
CLASS RANK 5 STUDENT RANKED	663

VOLUNTEER COMMUNITY SERVICE HOURS COMPLETED: 59.5

PRINCIPAL:_____

DATE ISSUED: JUN 22, 1994 PAGE: 1

SECTION THREE

Part Three

Verification of Employability Skills

The Secretary's Commission on Achieving Necessary Skills (SCANS) published a report, *What Work Requires of Schools*. The five competencies they identified address the employability skills that employers are looking for in prospective employees. This part of the Career Passport asks students to look at the SCANS competencies and briefly describe how they exhibit these skills. Students will choose two of the five competencies to write about, and each response should be no more than one-half page. ICPs also include a place for students to document SCANS skills. This can be used to help them write their responses for this portion of the Career Passport. Student responses should be based on actual experiences, not philosophical statements.

Both employers and admissions officers involved in the development of the Career Passport, felt strongly that this section should be included. Both groups verified that these competencies are addressed in the questions they ask applicants, and would be of benefit for students to consider before the interview situation.

Suggested formats to help students with this section are included at the end of this document.

Verification of Employability Skills

Resource Skills:

This past summer I had an unfortunate car accident and was forced to pay it off with my own money. This required that I be resourceful in budgeting my time and my money.

Since I lacked transportation to work, I had to allow extra time to either walk to work or to drive my mother to her job so I could have her car. I had to learn to use my time wisely in order to juggle both my work schedule and my mother's.

Financially, I had to budget the money I was earning to pay off my debt for the car accident and still manage to have some money for the summer activities I enjoy. I set up a system: one-half of my check went to the car, one-fourth for my college fund, and one-fourth for summer fun. One thing I realized was that my accident greatly affected my savings for college, and I will have to work hard to make up for the loss.

Interpersonal Skills:

As a member of various teams and clubs, I have had the experience of working with many different people in various situations. I have learned to compromise, to organize a project, to get along with people whose personalities sometimes are "difficult," and to work toward a common goal. For example, as secretary of Student Council, I have had to voice my opinion and take charge. On sports teams, I have had to listen and take directions. Knowing when and how to speak up will help me later on in life. These experiences have helped me realize the value of respecting other people's opinions and ideas, even when I may disagree with them.

VERIFICATION OF EMPLOYABILITY SKILLS

Interpersonal

As a person, I feel it is very important to be able to work efficiently with your coworkers and to be a contributing member of your team. In groups, teams, and clubs, I try to encourage others to give their best effort. I do the very best work I can, to make an example to others in my group. I attempt to get everyone to cooperate and work together in a friendly and efficient way. I put forth a good attitude along with hard work, and usually my co-workers see this and do the same. I believe this will help me in my future career. With these skills, my groups will excel and contribute quality work. These skills can help prevent conflicts, and keep the group work running smoothly.

When a conflict does arise between my friends and I, I confront my friends and talk about the problem they have. After we talk about it, we can compromise and solve our problem. I try to relinquish a small amount and convince the opposing people to sacrifice some so we can reach an agreement. I feel that I can use these skills in my career to help solve worker conflicts. By preventing and solving conflicts, I can keep my concentration on my work.

Technology

I believe that in this day and age technological skills are very important. All students should have access to and be required to take at least two computer courses in high school. Students need to know how to use a computer and not be afraid of it. Our society has evolved into a technological age. The job of the school is to prepare students for the working world, and computers are a big part of this world. Our students must be computer literate, or they will enter the world with a handicap.

My feelings on this have pushed me to prepare myself for the working world. I have taken a number of computer classes during my high school career, including word processing, computer communications I and II and CADD. I have created slide shows, hyper studio presentations, learned to run word processing programs, scanned pictures and taken pictures on a computer camera, and designed a wide variety of items on CADD. I have also worked with Internet. Many projects I have engaged in on the internet were on how to locate information and how to transfer the data to the computer. These classes have helped make me very computer literate.

Competency One: Interpersonal Skills

As a member of various clubs and an employee of Damon's, I have had the experience of working with others. There are many different people in the world and each have different personalities. For example, as head of the publicity committee, I have to voice my opinion and take charge. At work, I have to listen to my boss and take directions. Knowing how to relate and communicate with people will help me later in life. These experiences have made me realize how valuable other people's opinions and ideas are and how to relate to others.

Competency Two: System Skills

One way to improve public education would be to have a hands-on learning environment. For example, in my Medical Technology class, we learn by observation and experimentation. Our teacher demonstrates the skills, then sends us to review and perfect the techniques. To learn by practice and by getting involved in the class provides a greater understanding.

Another way I would improve school would be to have the student government work with school administration. Both groups need to keep in touch more and instead of just talking, they need to take action. If more people were working together there would be greater results.

ADDITIONAL RECOMMENDED CONTENTS

School Profile, describing the educational environment from which the student comes

List of Student Accomplishments (other extracurricular or job activities not directly related to the career goal that might not be included in a resume)

Letters of Recommendation (already generated for another activity in which the student is applying—not generically generated for the Career Passport)

Sports Vita (if applying for a sports scholarship)

Documentation of Other Abilities (such as musical or artistic skills)

Documentation of Community Service

TEACHER'S GUIDE FOR PART THREE
VERIFICATION OF EMPLOYABILITY SKILLS
SCANS COMPETENCIES

In this section of the Validation of Performance, students choose to write about two of the five SCANS competencies, based on their actual experiences. Each response should be one half to a full page. The five competencies or skills identified were published in a national report, *What Work Requires of Schools*, by the Secretary's Commission on Achieving Necessary Skills (SCANS). The competencies address the employability skills that employers are looking for in prospective employees. Employers and postsecondary admissions officers involved in the development of the Career Passport felt strongly that this section is a crucial part of the development.

Often this is the section that students find most difficult to complete. Because of this, three formats are provided for student use on the following pages. The teacher should select one of the following formats for students to utilize in this section. Some teachers may decide to develop their own format. This is acceptable as long as students provide a response to two of the five competency areas identified in SCANS. Often students only express their opinions when writing their responses, instead of actually providing examples of how they have used these skills. Encourage your students to cite specific incidents that demonstrate their use of the SCANs skills they have selected.

The three formats include

- a listing of the SCANS competencies with directions for the student;
- a listing of 10 questions that relate to the SCANS competencies; and
- a brief explanation of each competency, developed by Pickerington Local Schools, with a question for students to answer.

Again, the teacher should select or revise one of these formats to use with students.

Part Three - Verification of Employability Skills
SCANS Competencies

Listed below are five competencies employers want students to have. Choose **two** of the five competencies and describe a situation for each when you have used these skills. You may include examples of any or all of the headings under each of the two competencies you choose. Your responses to both competencies should not exceed one page.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. *Material and Facilities* - Acquires, stores, allocates, allocates, and uses materials or space efficiently

D. *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team* - contributes to group effort

B. *Teaches Others New Skills*

C. *Serves Clients/Customers* - works to satisfy customer's expectations

D. *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understand Systems* - knows how social, organizational, and technological systems work and operates effectively with them

B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions

C. *Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies.

B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment* Prevents, identifies, or solves problems with equipment, including computers and other technologies

Listed below are 10 questions directly related to the five competencies identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report, *What Work Requires of Schools*. These competencies address the employability skills that employers are looking for in prospective employees. Choose a question from each of two categories to which to respond, based on an actual experience you have had. Each response should be one-half to one page in length. You can create your own question, if you choose, as long as it is related to the competency.

Resources: Identifies, organizes, plans, and allocates resources

1. Describe a situation in which you had to budget your money and/or your time in order to achieve a goal.
2. What type of plan do you have for becoming financially independent? Explain the process you will use to grow toward the life style you desire.

Interpersonal: Work with others

1. How do you continue as a cooperating member of a club, team, or small group? Explain how this will help you in your future career.
2. Give an example of how you resolve a conflict among your classmates or friends. How could you use these same skills in a job situation?

Information: Acquires and uses information

1. Explain how you acquire career information and use it to assist you in setting career goals.
2. When you worked on a project, what specific resources did you use? Describe the criteria you used to choose resources.

Systems: Understands complex interrelationships

1. Describe what you, as an individual, would do to improve public education. Cite specific examples of your actions, not criticisms of the current system.
2. Describe how your high school student government could work with the school administration to improve student behavior.

Technology: Works with a variety of technologies

1. What type of projects and activities have you completed on a computer?
2. Explain the technological skills you believe high school students should have before graduation.

SCANS SKILLS

SECTION THREE
Listed below are questions directly related to the five competencies identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report, *What Work Requires of Schools*. These proficiencies address the employability skills that employers are looking for in prospective employees. Choose two of the five competencies to write about, and each response should be approximately one-half to one page in length.

Resources: Identifies, organizes, plans, and allocates resources

One characteristic employers value in their workers is the ability to set a goal and make plans to reach that goal. Identify a particular item you have acquired for yourself. Explain the steps you followed to acquire this item, steps you take to maintain this item, and the use or advantage you have discovered to owning this item.

Interpersonal: Works with others

A characteristic that employers value in their workers is the ability to work with others. How do you contribute as a cooperating member of a club, team, or small group? Explain how this will help you in your future career.

Information: Acquires and uses information

A productive worker must be able to acquire and use information. Describe a project (i.e. school, family, and community) you have completed. What resources did you use, how did you decide which ones to use, and how did you get them?

Systems: Understands complex interrelationships

A productive worker must understand how large organizations work. One example of a large organization is your high school. Explain one change you would make in your school policies. State why the policy needs to be changed and what you would do to see that it is changed.

Technology: Works with a variety of technologies

An important skill of a productive worker is the ability to work with a variety of technologies. Explain what you believe is the most important technology (i.e. computers, video games, video cameras, or communication equipment) you use everyday? Why? How will this skill help you in a future career?

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